DOCUMENT RESUME

ED 120 335 32 UD 015 921

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TITLE ESEA Title I Program Evaluation [Phoenix Union High School System, Arizona].
INSTITUTION Phoenix Union High School District, Ariz.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.
PUB DATE 30 Jun 75
NOTE 205p.; For addendum to this report, see UD 015922; Some parts may not reproduce clearly due to marginal print quality of original

EDRS PRICE MF-$0.83 HC-$11.37 Plus Postage
DESCRIPTORS *Annual Reports; Continuing Education Centers; Educational Assessment; English Programs; *High School Students; Parent Participation; Personnel Data; Program Costs; *Program Evaluation; Remedial Mathematics; Remedial Reading; *Writing Skills
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; Phoenix Union High School System

ABSTRACT

In accordance with the intent of compensatory educational programs supported by Elementary Secondary Education Act Title I funds, the Phoenix Union High School System has implemented supplementary programs during the 1974-75 school year at four of the District's 11 high schools: Carl Hayden, North, Phoenix Union, and South Mountain, and at the continuing Education Center for dropouts and potential dropouts. St. Mary's High School, a private high school, also participated in the Title I program. A primary thrust of the Title I project at the four District High Schools was a clinical reading program designed to alleviate reading deficiencies of target students as indicated by scores on the Iowa Tests of Basic Skills. Carl Hayden and North High Schools also had supplementary compensatory programs in English/Writing and Mathematics. The Iowa Tests of Basic Skills and writing samples were used in evaluating the English/Writing programs. The Shaw-Hiehle: Individualized Computational Skills Test was used in the Mathematics programs. The Continuing Education Center used the same instruments for Reading, English and Mathematics, whereas the Comprehensive Tests of Basic Skills-Science and Social Studies-were used to evaluate progress in science and social studies programs. The total number of students served during the course of these programs was 3,171. (Author/JM)

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ESEA TITLE I

PROGRAM EVALUATION

Program Number 75-016

Phoenix Union High School System
2526 West Osborn Road
Phoenix, Arizona 85017

Gerald S. DeGrow, Ed.D.
Superintendent

Donald D. Covey, Ed.D.
Director of Federal Programs

June 30, 1975

UD 015921

1974-75 EVALUATION REPORT

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I INTRODUCTION

and

IDENTIFICATION OF LOCAL EDUCATION AGENCY

Introduction

In accordance with the intent of compensatory educational programs supported by ESEA Title I funds, the Phoenix Union High School System has implemented supplementary programs during the 1974-75 school year at four of the District's eleven high schools: Carl Hayden, North, Phoenix Union, and South Mountain, and at the Continuing Education Center for drop-outs and potential dropouts. St. Mary's High School, a private high school, also participated in the Title I Program.

A primary thrust of the Title I project at the four District High Schools was a clinical reading program designed to alleviate reading deficiencies of target students as indicated by scores on the Iowa Tests of Basic Skills. The Iowa Test of Basic Skills - Reading Comprehension was used for evaluating students having a fifth through seventh grade reading ability. The Bond-Balow-Hoyt Silent Diagnostic Reading Test was used with students having first through fourth grade reading ability. The Bond-Balow-Hoyt Silent Diagnostic Reading Test provides scores for three dimensions of a students's reading capability. They are, respectively: (1) word recognition, (2) recognition techniques, and (3) phonic knowledge. These indices relate to a student's decoding skills. The Iowa Tests of Basic Skills - Reading Comprehension provides scores for that part of a student's reading performance relating to comprehension.

Carl Hayden and North High Schools also had supplementary compensatory programs in English/Writing and Mathematics. The Iowa Tests of Basic Skills - Test L and writing samples were used in evaluating the English/Writing programs. The Shaw-Hiehle: Individualized Computational Skills Test was used in the Mathematics programs.

The Continuing Education Center used the same instruments as the other target sites for Reading, English, and Mathematics. The Comprehensive Tests of Basic Skills - Science and Social Studies were used to evaluate progress in science and social studies programs at the Continuing Education Center.

Most tests were given out of level. This means students were given tests which were normed for students in grade levels different from the grade levels of the students in the Title I Programs. This is appropriate when the students to be tested are either below or above national averages.

The total number of students served during the course of the program was 3,171. The funds actually expended on the project through May 30, 1975, amounted to $585,133.00 or a per pupil cost of $184.53.

The data will be presented in the following order: Continuing Education Center, English/Writing Programs, Mathematics Programs, and Reading Programs. Within each section the schools are included in the following order: Carl Hayden, North, Phoenix Union, South Mountain, and St. Mary's.

Data from the classes from which Title I students were drawn are included. The students in these classes benefited from Title I funds since the removal of the Title I students resulted in smaller class sizes. These students are referred to as Indirect students. Students who received "Indirect Title I Assistance" were below national and local norms, but were not as deficient as "Direct" Title I students.

ARIZONA DEPARTMENT OF EDUCATION

ESEA TITLE I PROGRAM EVALUATION DATA SUMMARY REPORT

(File a separate report for each project under your supervision.)

CHECK ONE:

X Regular Term _____ Summer Term _____ Other

PART A: IDENTIFICATION OF LOCAL EDUCATION AGENCY

1. Legal Name Phoenix Union High School System
2. Street Address 2526 West Osborn Road
3. City Phoenix County Maricopa
4. Zip Code 85017 Telephone Number 257-3131
5. Report Prepared by Gary D. Estes, Ph.D.
6. Program Title Phoenix Union High School System
   Title I Program, 1974-75
7. State Program Number 75-016
8. Was this a Cooperative Program? Yes _____ No X
9. Did Non-Public School students participate in this program?
   Yes X No _____
   Names of Participating Non-Public Schools:
   St. Mary's High School
10. Ethnic Background: For each category given below, record the total number of students served during the course of the program. (The total should equal total Program Participants, Number 11, Page 4)

Black	793	Spanish Surname	1,268	Total	3,171
White	1,015	Other	95		

TOTAL OF ALL STUDENTS SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT (continued)

11. Number of Program Participants: For each grade level given below, include every student who has been served, even if both pre-and post-test data are not available (count each child only once even if he has participated in more than one project):

	PUBLIC SCHOOL	NON-PUBLIC School	N & D INSTITUTIONS
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9	2,846	176	
10	74		
11	48		
12	27		
TOTAL	2,995	176	

TOTAL OF STUDENTS DIRECTLY SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT (continued)

11. Number of Program Participants: For each grade level given below, include every student who has been served, even if both pre-and post-test data are not available (count each child only once even if he has participated in more than one project):

	PUBLIC SCHOOL	NON-PUBLIC SCHOOL
Pre-K		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9	662	9
10	74	
11	48	
12	27	
TOTAL	811	9

TOTAL OF STUDENTS INDIRECTLY SERVED

PROGRAM EVALUATION DATA SUMMARY REPORT (continued)

11. Number of Program Participants: For each grade level given below, include every student who has been served, even if both pre-and post-test data are not available (count each child only once even if he has participated in more than one project):

	PUBLIC SCHOOL	NON-PUBLIC SCHOOL
Pre-K		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9	2,184*	167
10		
11		
12		
TOTAL	2,184*	167

* Includes 9th and 10th grade students enrolled in ninth grade general math

II CONTINUING EDUCATION CENTER

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Overall
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Seventy-five percent of participating students will successfully complete the semester with credit in at least fifty percent of the classes in which each is enrolled.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	139		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	201		
EQUALS:			
Percentage of students reaching the desired performance level.	69 %	%	%
Name, Form and Level of the Test	Not Applicable		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Sixty-nine percent of participating students received credit in at least fifty percent of the classes in which each was enrolled. The goal of seventy-five percent is unrealistic for this type of program.

Thirty-nine (39) students withdrew before completing the semester. Re-computing Objective 1.1 with these students removed indicates that 85.8% of the students, who completed the semester, received credit in at least half of their courses. It is recommended that the objective only include those students who complete the semester, i.e. do not withdraw.

Objective 1.1: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.2B Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Test of Basic Skills Level 11 Comprehension for students scoring at the fifth through sixth grade ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	71		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	97		
EQUALS:			
Percentage of students reaching the desired performance level.	73 %	%	%
Name, Form and Level of the Test	ITBS Reading Comprehension, Forms 5 & 6, Level 11		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Seventy-two percent of the students gained at least one month for every month in the program on the Iowa Tests of Basic Skills. Fifty-nine percent of the students gained two or more months for every month in the program.

It should be noted in interpreting the mean gains in Section B-2 that most of these students were not enrolled in Reading for a full year. Thus, gains from pretest to posttest are less than what would have been accomplished with students receiving a full year of Reading. The reasons for this are: (1) students entered late, and (2) students finished the class early.

The program is highly successful as is. It is recommended the program be expanded to serve as many students as possible.

Objective 1.2B: ACHIEVED

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS, COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.2B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students
_____ Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Iowa Test of Basic Skills, Comprehension	6	Continuous
PostTest	Iowa Test of Basic Skills, Comprehension	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 27

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.03		6.81	
Median	5.73			
Range of Scores	3.0 to 9.1		3.9 to 9.5	

GAIN or LOSS

PostTest Mean Grade Equiv** 6.81
(-) Pretest Mean Grade Equiv** 6.03
Gain (+) or Loss (-) (+) .78

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	Iowa Test of Basic Skills Comprehension	6	Continuous
Posttest	Iowa Test of Basic Skills Comprehension	5	Continuous

GRADE LEVEL: Designate one grade level in the box below: 10

Number of Students for whom there is a pretest score and a posttest score: 38

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.51		7.38	
Median	6.65		7.47	
Range of Scores	3.7 to 9.5		4.1 to 9.7	

GAIN or LOSS

Posttest Mean Grade Equiv** 7.38

(-) Pretest Mean Grade Equiv** 6.51

Gain (+) or Loss (-) (+) .87

4c.

	NAME	FORM	DATE GIVEN
*Pretest	Iowa Test of Basic Skills Comprehension	6	Continuous
Posttest	Iowa Test of Basic Skills Comprehension	5	Continuous

GRADE LEVEL: Designate one grade level in the box below: 11

Number of Students for whom there is a pretest score and a posttest score: 18

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.66		7.53	
Median	6.85		7.25	
Range of Scores	4.7 to 9.1		4.6 to 9.8	

GAIN or LOSS

Posttest Mean Grade Equiv** 7.53

(-) Pretest Mean Grade Equiv** 6.66

Gain (+) or Loss (-) (+) .87

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.2B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Iowa Test of Basic Skills Comprehension	6	Continuous
PostTest	Iowa Test of Basic Skills Comprehension	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS

POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 14

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.85		7.34	
Median	6.90		7.65	
Range of Scores	5.2 to 8.7		5.5 to 9.1	

GAIN or LOSS

PostTest Mean Grade Equiv** 7.34

(-) Pretest Mean Grade Equiv** 6.85

Gain (+) or Loss (-) (+) .49

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	2	7%	1	4%	1	4%	4	15%	3	11%	16	59%	27
10	6	16%	4	11%	3	8%	4	11%	0	0%	21	55%	38
11	3	17%	1	6%	1	6%	1	6%	0	0%	12	67%	18
12	3	21%	1	7%	0	0%	1	7%	1	7%	8	57%	14
TOTAL	14	15%	7	7%	5	5%	10	10%	4	4%	57	59%	GRAND TOTAL 97

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
BOND - BALOW - HOYT

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.2A Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade levels.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	10	10	11
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	14	14	14
EQUALS:			
Percentage of students reaching the desired performance level.	71 %	71 %	79 %
Name, Form and Level of the Test	Bond-Balow-Hoyt, Silent Diagnostic Reading Test.		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

On the Bond-Balow-Hoyt, 71% of the students gained at least one month for every month in the program on WORD RECOGNITION; 71% gained at least one month for every month in the program on RECOGNITION TECHNIQUES: 79% gained at least one month per month on PHONIC KNOWLEDGE. These gains are especially significant when one considers the low starting point of these students.

Objective 1.2A: ACHIEVED

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.2A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BBH Silent Diagnostic Reading Test		Continuous
PostTest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

WORD RECOGNITION

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 7

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.40		4.47	
Median	3.26		4.35	
Range of Scores	2.6 to 4.9		3.3 to 6.6	

GAIN or LOSS

PostTest Mean Grade Equiv** 4.47

(-) Pretest Mean Grade Equiv** 3.40

Gain (+) or Loss (-) (+) 1.07

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

RECOGNITION TECHNIQUES

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 7

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.89		5.33	
Median	3.90		5.93	
Range of Scores	3.0 to 4.6		2.6 to 6.6	

GAIN Posttest Mean Grade Equiv** 5.33

or (-) Pretest Mean Grade Equiv** 3.89

LOSS Gain (+) or Loss (-) (+) 1.44

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

PHONIC KNOWLEDGE

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 7

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.41		4.29	
Median	3.05		4.10	
Range of Scores	1.6 to 6.6		2.8 to 6.2	

GAIN Posttest Mean Grade Equiv** 4.29

or (-) Pretest Mean Grade Equiv** 3.41

LOSS Gain (+) or Loss (-) (+) .88

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER

BOND BALOW HOYT SILENT DIAGNOSTIC READING TEST

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.2A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BBH Silent Diagnostic Reading Test		Continuous
PostTest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

Record data ONLY for those students who took pretest AND posttest.

WORD RECOGNITION	*PRETEST RESULTS **Grade Equiv	Stanine	POSTTEST RESULTS **Grade Equiv	Stanine
GRADE LEVEL 10	Mean 4.53		4.87	
	Median 4.53		4.83	
Number of Students for whom there is a pretest score and a posttest score 3	Range of Scores 4.3 to 4.8		4.1 to 5.8	

GAIN PostTest Mean Grade Equiv** 4.87

or (-) Pretest Mean Grade Equiv** 4.53

LOSS Gain (+) or Loss (-) (+) .34

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
RECOGNITION TECHNIQUES	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.17		6.17	
Median	5.05		6.20	
GRADE LEVEL 10 — Range of Scores	4.6 to 6.2		5.0 to 7.2	

Number of Students for whom there is a pretest score and a posttest score: 3

GAIN or LOSS

Posttest Mean Grade Equiv** 6.17

(-) Pretest Mean Grade Equiv** 5.17

Gain (+) or Loss (-) (+) 1.00

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
PHONIC KNOWLEDGE	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.97		5.20	
Median	4.95		5.28	
GRADE LEVEL 10 — Range of Scores	4.3 to 5.7		3.3 to 6.8	

Number of Students for whom there is a pretest score and a posttest score: 3

GAIN or LOSS

Posttest Mean Grade Equiv** 5.20

(-) Pretest Mean Grade Equiv** 4.97

Gain (+) or Loss (-) (+) .23

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.2A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BBH Silent Diagnostic Reading Test		Continuous
PostTest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS

POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

WORD RECOGNITION

GRADE LEVEL 11

Number of Students for whom there is a pretest score and a posttest score 1

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	2.4		2.8	
Median	2.4		2.8	
Range of Scores				

GAIN or LOSS

PostTest Mean Grade Equiv** 2.8

(-) Pretest Mean Grade Equiv** 2.4

Gain (+) or Loss (-) (+) .4

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below — 11

RECOGNITION TECHNIQUES

Number of Students for whom there is a pretest score and a posttest score — 1

	*PRETEST RESULTS		POSTTEST RESULTS	
Record data ONLY for those students who took pretest AND posttest.				
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.0		3.8	
Median	3.0		3.8	
Range of Scores				

GAIN — Posttest Mean Grade Equiv** 3.8

or — (-) Pretest Mean Grade Equiv** 3.0

LOSS — Gain (+) or Loss (-) (+) .8

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below — 11

PHONIC KNOWLEDGE

Number of Students for whom there is a pretest score and a posttest score — 1

	*PRETEST RESULTS		POSTTEST RESULTS	
Record data ONLY for those students who took pretest AND posttest.				
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	1.6		4.9	
Median	1.6		4.9	
Range of Scores				

GAIN — Posttest Mean Grade Equiv** 4.9

or — (-) Pretest Mean Grade Equiv** 1.6

LOSS — Gain (+) or Loss (-) (+) 3.3

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.2A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BBH Silent Diagnostic Reading Test		Continuous
PostTest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

WORD RECOGNITION

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 3

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	2.87		3.43	
Median	2.93		3.43	
Range of Scores	2.2 to 3.3		3.3 to 3.6	

GAIN or LOSS

PostTest Mean Grade Equiv** 3.43

(-) Pretest Mean Grade Equiv** 2.87

Gain (+) or Loss (-) (+) .56

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

RECOGNITION TECHNIQUES

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 3

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.23		4.53	
Median	3.20		4.45	
Range of Scores	2.7 to 3.9		3.4 to 6.0	

GAIN — Posttest Mean Grade Equiv** 4.53

or — (-) Pretest Mean Grade Equiv** 3.23

LOSS — Gain (+) or Loss (-) (+) 1.30

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BBH Silent Diagnostic Reading Test		Continuous
Posttest	BBH Silent Diagnostic Reading Test		Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

PHONIC KNOWLEDGE

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 3

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	2.23		3.37	
Median	2.15		3.35	
Range of Scores	1.8 to 3.0		3.1 to 3.7	

GAIN — Posttest Mean Grade Equiv** 3.37

or — (-) Pretest Mean Grade Equiv** 2.23

LOSS — Gain (+) or Loss (-) (+) 1.14

DIRECT TITLE I - READING

CONTINUING EDUCATION CENTER

BOND-BALOW-HOYT Silent Diagnostic Reading, WORD RECOGNITION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	0	0%	1	14%	0	0%	1	14%	0	0%	5	71%	7
10	1	33%	0	0 %	1	33%	0	0%	1	33%	0	0%	3
11							1	100%					1
12	0	0 %	0	0 %	1	33%	2	67%	0	0%	0	0%	3
TOTAL	1	7 %	1	7 %	2	14%	4	29%	1	7%	5	36%	GRAND TOTAL 14

DIRECT TITLE I - READING

CONTINUING EDUCATION CENTER

26 BOND-BALOW-HOYT Silent Diagnostic Reading, RECOGNITION TECHNIQUES

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND - BALOW - HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	2	29%	0	0%	0	0%	0	0%	0	0%	5	71%	7
10	0	0%	1	33%	0	0%	1	33%	0	0%	1	33%	3
11											1		1
12	0	0%	0	0%	1	33%	0	0%	1	33%	1	33%	3
TOTAL	2	14%	1	7%	1	7%	1	7%	1	7%	8	58%	GRAND TOTAL 14

DIRECT TITLE I - READING
CONTINUING EDUCATION CENTER
BOND-BALOW-HOYT Silent Diagnosting Reading, PHONIC KNOWLEDGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND - BALOW - HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	14%	0	0%	0	0%	2	29%	2	29%	2	29%	7
10	1	33%	0	0%	0	0%	0	0%	1	33%	1	33%	3
11											1		1
12	0	0%	1	33%	0	0%	0	0%	1	33%	1	33%	3
TOTAL	2	14%	1	7%	0	0%	2	14%	4	29%	5	36%	GRAND TOTAL 14

DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS, VOCABULARY & LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.3 Instructional Area ENGLISH
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will make a gain of one month's progress in English skill per month in the program as measured by pre-post scores on the Iowa Tests of Basic Skills, Tests V and L, Level 12.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 VOCABULARY	MEASURE 2 LANGUAGE	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	59	54	
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	95	95	
EQUALS:			
Percentage of students reaching the desired performance level.	62 %	57 %	%
Name, Form and Level of the Test	ITBS, V and L, Forms 5 & 6, Level 12		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

The students at the Continuing Education Center reached the objectives set for them. On the Iowa Tests of Basic Skills, 62% gained at least one month for every month in the Vocabulary program, 57% gained at least one month for every month in the Language Program.

Again, mean gains do not include a full year between the pretest and the posttest. Students at the Continuing Education Center are pretested on entering. They are posttested whenever the course requirements are completed or at the end of the year.

Objective 1.3: ACHIEVED

30

DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER

IOWA TESTS OF BASIC SKILLS, VOCABULARY AND LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.3

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Iowa Test of Basic Skills, Vocabulary	Form 6	Continuous
PostTest	Iowa Test of Basic Skills, Vocabulary	Form 5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest..

VOCABULARY

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 25

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.67		6.43	
Median	5.69		6.63	
Range of Scores	3.3 to 9.4		3.5 to 9.2	

GAIN or LOSS

PostTest Mean Grade Equiv** 6.43

(-) Pretest Mean Grade Equiv** 5.67

Gain (+) or Loss (-) (+) .76

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.

	NAME	FORM	DATE GIVEN
*Pretest	ITBS Vocabulary	6	Continuous
Posttest	ITBS Vocabulary	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

VOCABULARY

GRADE LEVEL 10

Number of Students for whom there is a pretest score and a posttest score 33

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.85		7.53	
Median	6.60		7.53	
Range of Scores	3.6 to 9.4		4.2 to 9.9	

GAIN or LOSS

Posttest Mean Grade Equiv** 7.53

(-) Pretest Mean Grade Equiv** 6.85

Gain (+) or Loss (-) (+) .68

4c.

	NAME	FORM	DATE GIVEN
*Pretest	ITBS Vocabulary	6	Continuous
Posttest	ITBS Vocabulary	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

VOCABULARY

GRADE LEVEL 11

Number of Students for whom there is a pretest score and a posttest score 20

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.37		7.88	
Median	7.40		8.00	
Range of Scores	5.2 to 9.4		4.7 to 6.9	

GAIN or LOSS

Posttest Mean Grade Equiv** 7.88

(-) Pretest Mean Grade Equiv** 7.37

Gain (+) or Loss (-) (+) .51

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DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TESTS OF BASIC SKILLS, VOCABULARY & LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.3

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students
_____ Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Iowa Test of Basic Skills, Vocabulary	Form 6	Continuous
PostTest	Iowa Test of Basic Skills, Vocabulary	Form 6	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

VOCABULARY

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 17

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.73		7.28	
Median	7.43		7.68	
Range of Scores	2.3 to 9.2		3.3 to 9.4	

GAIN — PostTest Mean Grade Equiv** 7.28

or — (-) Pretest Mean Grade Equiv** 6.73

LOSS — Gain (+) or Loss (-) (+) .55

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.3

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students
_____ Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS, Language	6	Continuous
PostTest	ITBS, Language	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS

POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

LANGUAGE

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 25

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.37		5.67	
Median	5.38		5.58	
Range of Scores	2.6 to 8.7		3.3 to 8.2	

GAIN or LOSS

PostTest Mean Grade Equiv** 5.67

(-) Pretest Mean Grade Equiv** 5.37

Gain (+) or Loss (-) (+) .30

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	Iowa Test of Basic Skills, Language	Form 6	Continuous
Posttest	Iowa Test of Basic Skills, Language	Form 5	Continuous

GRADE LEVEL: Designate one grade level in the box below

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
LANGUAGE	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.32		6.91	
Median	6.20		6.95	
GRADE LEVEL 10 — Range of Scores	4.5 to 9.0		3.7 to 9.5	

Number of Students for whom there is a pretest score and a posttest score: 33

GAIN or LOSS

Posttest Mean Grade Equiv** 6.91

(-) Pretest Mean Grade Equiv** 6.32

Gain (+) or Loss (-) (+) .59

4c.

	NAME	FORM	DATE GIVEN
*Pretest	Iowa Test of Basic Skills, Language	Form 5	Continuous
Posttest	Iowa Test of Basic Skills, Language	Form 6	Continuous

GRADE LEVEL: Designate one grade level in the box below

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
LANGUAGE	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.82		7.69	
Median	6.70		8.05	
GRADE LEVEL 11 — Range of Scores	4.4 to 9.8		4.7 to 9.8	

Number of Students for whom there is a pretest score and a posttest score: 20

GAIN or LOSS

Posttest Mean Grade Equiv** 7.69

(-) Pretest Mean Grade Equiv** 6.82

Gain (+) or Loss (-) (+) .87

DIRECT TITLE I - ENGLISH

CONTINUING EDUCATION CENTER

IOWA TESTS OF BASIC SKILLS, VOCABULARY AND LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.3

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS, Language	6	Continuous
PostTest	ITBS, Language	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

LANGUAGE

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 17

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.94		7.25	
Median	7.31		7.70	
Range of Scores	3.6 to 9.4		3.6 to 9.8	

GAIN PostTest Mean Grade Equiv** 7.25

or (-) Pretest Mean Grade Equiv** 6.94

LOSS Gain (+) or Loss (-) (+) .31

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS, VOCABULARY

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT VOCABULARY (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	16%	1	4%	2	8%	3	12%	3	12%	12	48%	25
10	4	12%	4	12%	4	12%	4	12%	2	6%	15	45%	33
11	4	20%	3	15%	2	10%	3	15%	2	10%	6	30%	20
12	4	24%	3	18%	1	6%	3	18%	0	0%	6	35%	17
TOTAL	16	17%	11	12%	9	9 %	13	14%	7	7 %	39	41%	GRAND TOTAL 95

DIRECT TITLE I - ENGLISH
CONTINUING EDUCATION CENTER
IOWA TEST OF BASIC SKILLS, LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT — LANGUAGE (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	16%	4	16%	3	12%	1	4%	3	12%	10	40%	25
10	4	12%	5	15%	4	12%	5	15%	1	3%	14	42%	33
11	3	15%	2	10%	2	10%	4	20%	2	10%	7	35%	20
12	6	35%	3	18%	1	6%	2	12%	0	0%	5	29%	17
TOTAL	17	18%	14	15%	10	10%	12	13 %	6	6 %	36	38 %	GRAND TOTAL 95

DIRECT TITLE I - MATHEMATICS
CONTINUING EDUCATION CENTER
SHAW-HIEHLE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.4 Instructional Area MATHEMATICS
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will make a gain of one month's progress in mathematics skill per month in the program as measured by pre-post scores on the Shaw-Hiehle: Individualized Computational Skills Tests for Mathematics.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	87		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	100		
EQUALS:			
Percentage of students reaching the desired performance level.	87 %	%	%
Name, Form and Level of the Test	Shaw-Hiehle: Individualized Computational Skills Tests for Mathematics Form A & B Level 7-9		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Eighty-seven percent of the students gained at least one month per month in the program. Of more importance, perhaps, is that 74% gained two months for every month in the program. This is outstanding progress for average students and even more impressive for the student population here.

Objective 1.4 - ACHIEVED

DIRECT TITLE I - MATHEMATICS
CONTINUING EDUCATION CENTER
SHAW - HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.4

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students
_____ Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	SHAW-HIEHLE - level 7-9	A	Continuous
PostTest	SHAW-HIEHLE - level 7-9	B	Continuous

GRADE LEVEL: Designate one grade level in the box below

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 29

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.83		6.72	
Median	4.51		6.48	
Range of Scores	3.1 to 8.9		3.6 to 11.1	

GAIN or LOSS

PostTest Mean Grade Equiv** 6.72
(-) Pretest Mean Grade Equiv** 4.83
Gain (+) or Loss (-) (+) 1.89

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.

	NAME	FORM	DATE GIVEN
*Pretest	SHAW-HIEHLE - level 7-9	A	Continuous
Posttest	SHAW-HIEHLE - level 7-9	B	Continuous

GRADE LEVEL: Designate one grade level in the box below — 10

Number of Students for whom there is a pretest score and a posttest score — 34

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.82		7.80	
Median	5.65		8.58	
Range of Scores	3.3 to 9.2		3.6 to 10.8	

GAIN or LOSS

Posttest Mean Grade Equiv** 7.80

(-) Pretest Mean Grade Equiv** 5.82

Gain (+) or Loss (-) (+) 1.98

4c.

	NAME	FORM	DATE GIVEN
*Pretest	SHAW-HIEHLE - level 7-9	A	Continuous
Posttest	SHAW-HIEHLE - level 7-9	B	Continuous

GRADE LEVEL: Designate one grade level in the box below — 11

Number of Students for whom there is a pretest score and a posttest score — 20

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.29		7.82	
Median	6.70		8.00	
Range of Scores	3.2 to 9.2		4.6 to 10.8	

GAIN or LOSS

Posttest Mean Grade Equiv** 7.82

(-) Pretest Mean Grade Equiv** 6.29

Gain (+) or Loss (-) (+) 1.53

4b.

	NAME	FORM	DATE GIVEN
*Pretest	SHAW-HIEHLE - level 7-9	A	Continuous
Posttest	SHAW-HIEHLE - level 7-9	B	Continuous

GRADE LEVEL: Designate one grade level in the box below

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 17

	*PRETEST RESULTS		POSTTEST RESULTS	
Record data ONLY for those students who took pretest AND posttest.				
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.45		7.54	
Median	5.50		7.75	
Range of Scores	3.1 to 9.5		3.7 to 9.6	

GAIN	Posttest Mean Grade Equiv**	7.54
or	(-) Pretest Mean Grade Equiv**	5.45
LOSS	Gain (+) or Loss (-)	(+) 2.09

DIRECT TITLE I
CONTINUING EDUCATION CENTER
SHAW-HIEHLE - MATHEMATICS

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	3%	1	3%	1	3%	1	3%	2	7%	23	79%	29
10	2	6%	3	9%	3	9%	0	0%	1	2%	25	74%	34
11	0	0%	1	5%	0	0%	3	15%	3	15%	13	65%	20
12	1	6%	0	0%	0	0%	1	6%	2	12%	13	76%	17
TOTAL	4	4%	5	5%	4	4%	5	5%	8	8%	74	74%	GRAND TOTAL 100

DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.5 **Instructional Area** Science
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will make a gain of one month's progress in science skill as measured by pre-post scores on the Comprehensive Tests of Basic Skills - Science.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	34		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	55		
EQUALS:			
Percentage of students reaching the desired performance level.	62 %	%	%
Name, Form and Level of the Test	CTBS - Science, Form S, Level 2		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Sixty-two percent of the participating target students gained at least one month for every month in the program. Fifty-three percent gained two or more months for every month in the program. These figures probably are deflated since several subjects reached the ceiling on the pretest and thus could not show improvement on the posttest.

It is recommended that students scoring at or near a ceiling on a pretest be given a higher level of the test on the posttest.

Objective 1.5 - ACHIEVED

DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-2 MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.5

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	COMPREHENSIVE TEST OF BASIC SKILLS SCIENCE	FORM S	Continuous
PostTest	COMPREHENSIVE TEST OF BASIC SKILLS SCIENCE	FORM S	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 12

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.38		7.68	
Median	5.60		8.65	
Range of Scores	2.9 to 11.9		4.0 to 11.9	

GAIN or LOSS

PostTest Mean Grade Equiv** 7.68

(-) Pretest Mean Grade Equiv** 6.38

Gain (+) or Loss (-) (+) 1.30

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.

	NAME	FORM	DATE GIVEN
*Pretest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous
Posttest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous

GRADE LEVEL: Designate one grade level in the box below — 10

Number of Students for whom there is a pretest score and a posttest score — 25

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.85		9.52	
Median	7.71		9.20	
Range of Scores	4.6 to 11.9		6.3 to 11.9	

GAIN — Posttest Mean Grade Equiv** 9.52

or — (-) Pretest Mean Grade Equiv** 7.85

LOSS — Gain (+) or Loss (-) (+) 1.67

4c.

	NAME	FORM	DATE GIVEN
*Pretest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous
Posttest	COMPREHENSIVE TEST OF BASIC SKILLS, Science	S	Continuous

GRADE LEVEL: Designate one grade level in the box below — 11

Number of Students for whom there is a pretest score and a posttest score — 12

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	9.07		9.75	
Median	9.20		9.50	
Range of Scores	6.8 to 11.9		9.4 to 11.9	

GAIN — Posttest Mean Grade Equiv** 9.75

or — (-) Pretest Mean Grade Equiv** 9.07

LOSS — Gain (+) or Loss (-) (+) .68

48

DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-2 MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.5

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	COMPREHENSIVE TEST OF BASIC SKILLS SCIENCE	Form S Level 2	Continuous
PostTest	COMPREHENSIVE TEST OF BASIC SKILLS SCIENCE	Form S Level 2	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 6

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.05		7.25	
Median	7.60		7.90	
Range of Scores	1.5 to 10.9		2.9 to 11.5	

GAIN or LOSS

PostTest Mean Grade Equiv** 7.25

(-) Pretest Mean Grade Equiv** 7.05

Gain (+) or Loss (-) (+) .20

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - SCIENCE
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN SCIENCE PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Science Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	2	17%	2	17%	1	8%	1	8%	0	0%	6	50%	12
10	1	4%	7	28%	0	0%	2	8%	1	4%	14	56%	25
11	0	0%	5	42%	0	0%	1	8%	0	0%	6	50%	12
12	3	50%	0	0%	0	0%	0	0%	0	0%	3	50%	6
TOTAL	6	11%	14	25%	1	2%	4	7%	1	2%	29	53%	GRAND TOTAL 55

DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.6 Instructional Area Social Studies (i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will make a gain of one month's progress in social studies skill per month in the program as measured by pre-post scores on the Comprehensive Tests of Basic Skills - Social Studies.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	44		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	65		
EQUALS:			
Percentage of students reaching the desired performance level.	68 %	%	%
Name, Form and Level of the Test	CTBS - Social Studies, Form S, Level 2		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Sixty-eight percent of the students met the objective, which is encouraging. Fifty-five percent gained two or more months for every month in the program. These figures probably are deflated since several students reached the test ceiling on the pretest and thus could not show improvement on the posttest.

It is recommended that students who achieve at or near the ceiling on a pretest be posttested with a higher level test.

Objective 1.6: ACHIEVED

DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.6

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Comprehensive Test of Basic Skills: Social Studies	S	Continuous
PostTest	Comprehensive Test of Basic Skills: Social Studies	S	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 11

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.55		7.75	
Median	6.58		7.80	
Range of Scores	1.0 to 11.6		4.4 to 11.9	

GAIN PostTest Mean Grade Equiv** 7.75

or (-) Pretest Mean Grade Equiv** 6.55

LOSS Gain (+) or Loss (-) (+) 1.20

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.

	NAME	FORM	DATE GIVEN
*Pretest	Comprehensive Test of Basic Skills, Social Studies	S	Continuous
Posttest	Comprehensive Test of Basic Skills, Social Studies	S	Continuous

GRADE LEVEL: Designate one grade level in the box below — 10

Number of Students for whom there is a pretest score and a posttest score — 18

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.32		8.77	
Median	7.90		9.20	
Range of Scores	2.7 to 11.9		3.3 to 11.9	

GAIN — Posttest Mean Grade Equiv** 8.77

or — (-) Pretest Mean Grade Equiv** 7.32

LOSS — Gain (+) or Loss (-) (+) 1.45

4c.

	NAME	FORM	DATE GIVEN
*Pretest	Comprehensive Test of Basic Skills, Social Studies	S	Continuous
Posttest	Comprehensive Test of Basic Skills, Social Studies	S	Continuous

GRADE LEVEL: Designate one grade level in the box below — 11

Number of Students for whom there is a pretest score and a posttest score — 21

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.73		9.10	
Median	8.19		9.54	
Range of Scores	4.4 to 11.9		4.4 to 11.9	

GAIN — Posttest Mean Grade Equiv** 9.10

or — (-) Pretest Mean Grade Equiv** 7.73

LOSS — Gain (+) or Loss (-) (+) 1.37

DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.6

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME (Social Studies)	FORM	DATE GIVEN
*PreTest	Comprehensive Test of Basic Skills (Social Studies)	S	Continuous
PostTest	Comprehensive Test of Basic Skills	S	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 15

	*PRETEST RESULTS		POSTTEST RESULTS	
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.19		8.33	
Median	7.88		8.93	
Range of Scores	2.6 to 11.6		2.6 to 11.9	

GAIN PostTest Mean Grade Equiv** 8.33

or (-) Pretest Mean Grade Equiv** 7.19

LOSS Gain (+) or Loss (-) (+) 1.14

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - SOCIAL STUDIES
CONTINUING EDUCATION CENTER
COMPREHENSIVE TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN SOCIAL STUDIES PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Social Studies projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	0	0%	2	18%	0	0%	1	9%	2	18%	6	55%	11
10	3	17%	4	22%	1	6%	1	6%	2	11%	7	39%	18
11	1	5%	6	29%	0	0%	1	5%	0	0%	13	62%	21
12	1	7%	3	20%	0	0%	1	7%	0	0%	10	67%	15
TOTAL	5	8%	15	23%	1	2%	4	6%	4	6%	36	55%	GRAND TOTAL 65

III ENGLISH/WRITING PROGRAMS

EFFECT OF TITLE I INTERVENTION

DIRECT TITLE I-ENGLISH/WRITING
TOTAL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	122		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	172		
EQUALS:			
Percentage of students reaching the desired performance level.	71 %	%	%
Name, Form and Level of the Test	IOWA TEST OF BASIC SKILLS:LANGUAGE Forms 5 & 6, Levels 10 & 12		

PART B-1 Continued on reverse

Carl Hayden High School
North High School

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here __X__ if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975.

Seventy-one percent of the participating Title I students gained at least one month for every month in the program as measured by the Iowa Tests of Basic Skills, Test L.

Objective 1.1 - ACHIEVED

DIRECT TITLE I ENGLISH / WRITING
TOTAL
IOWA TEST OF BASIC SKILLS, LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< MONTHS		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	18	10%	18	10%	14	8%	22	13%	20	12%	80	47%	172
10													
11													
12													
TOTAL	18	10%	18	10%	14	8%	22	13%	20	12%	80	47%	GRAND TOTAL 172

Carl Hayden High School
North High School

59

INDIRECT TITLE I - ENGLISH/WRITING
TOTAL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	232		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	482		
EQUALS:			
Percentage of students reaching the desired performance level.	48 %	%	%
Name, Form and Level of the Test	ITBS - Language, Forms 5 & 6, Levels 10 & 12		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here X if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975.

Forty-eight percent of the students in Indirect English classes gained at least one month per month in the program. It would seem that additional help should be provided for these students, as possible.

Objective 1.1: NOT ACHIEVED

61

INDIRECT TITLE I - ENGLISH/WRITING
TOTAL
ITBS LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS - TEST L

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	67	14%	96	20%	87	18%	67	14%	41	8%	124	26%	482
10													
11													
12													
TOTAL	67	14%	96	20%	87	18%	67	14%	41	8%	124	26%	GRAND TOTAL 482

Carl Hayden High School
North High School

DIRECT TITLE I - ENGLISH/WRITING
CARL HAYDEN HIGH SCHOOL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	32		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	55		
EQUALS:			
Percentage of students reaching the desired performance level.	58 %	%	%
Name, Form and Level of the Test	ITBS - L, Forms 5 & 6, Level 10		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here ___X___ if your district is preparing a more detailed evaluation report. Expected filing date: September 15, 1975 .

Fifty-eight percent of the students met the stated objective. Considering the low starting point of these students (mean pretest score = 3.66), this result is very encouraging.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - ENGLISH/WRITING
CARL HAYDEN HIGH SCHOOL
ITBS LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS - Language	Form 6	9/74
PostTest	ITBS - Language	Form 5	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS

POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest..

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 55

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.66		4.55	
Median	3.6		4.63	
Range of Scores	4.4		4.0	

GAIN or LOSS

PostTest Mean Grade Equiv** 4.55

(-) Pretest Mean Grade Equiv** 3.66

Gain (+) or Loss (-) (+) .89

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - ENGLISH / WRITING
CARL HAYDENT SCHOOL
IOWA TEST OF BASIC SKILLS, LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	6	11%	12	22%	5	9%	14	25%	7	13%	11	20%	55
10													
11													
12													
TOTAL	6	11%	12	22%	5	9%	14	25%	7	13%	11	20%	GRAND TOTAL 55

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/ Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	56		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	210		
EQUALS:			
Percentage of students reaching the desired performance level.	27 %	%	%
Name, Form and Level of the Test	ITBS - Test L, Forms 5 & 6, Level 10		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here X if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975.

Although starting at a higher point than Direct Title I students, Indirect Title I English students did not make gains as great as the Direct Title I English students did. These results are evidence of the possible effects of Direct Title I intervention.

Objective 1.1: NOT ACHIEVED

INDIRECT TITLE I - ENGLISH/WRITING
CARL HAYDEN HIGH SCHOOL
ITBS LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS - Language	6	9/74
PostTest	ITBS - Language	5	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 210

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.08		7.54	
Median	7.05		7.68	
Range of Scores	2.4 to	9.8	3.1 to	9.9

GAIN PostTest Mean Grade Equiv** 7.54

or (-) Pretest Mean Grade Equiv** 7.08

LOSS Gain (+) or Loss (-) (+) .46

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - ENGLISH/WRITING
CARL HAYDEN HIGH SCHOOL
ITBS LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	31	14%	75	36%	48	23%	30	14%	10	5%	16	8%	210
10													
11													
12													
TOTAL	31	14%	75	36%	48	23%	30	14%	10	5%	16	8%	GRAND TOTAL 210

DIRECT TITLE I - ENGLISH /WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	90		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	117		
EQUALS:			
Percentage of students reaching the desired performance level.	77 %	%	%
Name, Form and Level of the Test	Iowa Test of Basic Skills, Forms 5 & 6, Level 12		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here X if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975.

Seventy-seven percent of the students met the stated objective. The mean gain was 7.7 months. Since the English program at North High School was a one semester (four months) program, these results are highly encouraging. Furthermore, only 65% of the Indirect students gained at least one month for every month in the program.

Objective 1.1 - ACHIEVED

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

NAME	FORM	DATE GIVEN
*PreTest ITBS - Language	6	9/74 & 1/75
PostTest ITBS - Language	5	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 65

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.86		5.63	
Median	4.80		5.70	
Range of Scores	2.9 to 6.1		3.5 to 8.2	

GAIN or LOSS

PostTest Mean Grade Equiv** 5.63

(-) Pretest Mean Grade Equiv** 4.86

Gain (+) or Loss (-) (+) .77

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - ENGLISH /WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	12	10%	6	5%	9	8%	8	7%	13	11%	69	59%	117
10													
11													
12													
TOTAL	12	10%	6	5%	9	8%	8	7%	13	11%	69	59%	GRAND TOTAL 117

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area English/Writing
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the designated target students assigned to the English/Writing clinic will make a gain of one month's progress in skill per month in the program as measured by the pre-post scores of the Iowa Tests of Basic Skills, Test L.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	176		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	272		
EQUALS:			
Percentage of students reaching the desired performance level.	65 %	%	%
Name, Form and Level of the Test	ITBS, Forms 5 & 6, Level 12		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here X if your district is preparing a more detailed evaluation report. Expected filing date: 15 September 1975.

Sixty-five percent of the participating Indirect students gained at least one month for every month in the program as measured by the ITBS, Test L.

Objective 1.1: ACHIEVED

INDIRECT TITLE I - ENGLISH /WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students
_____ Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS - Language	5	9/74 & 1/75
PostTest	ITBS - Language	5	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 272

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.62	_____	8.21	_____
Median	7.54	_____	8.26	_____
Range of Scores	4.8 to 10.1		3.1 to 10.6	

GAIN or LOSS

PostTest Mean Grade Equiv** 8.21
(-) Pretest Mean Grade Equiv** 7.62
Gain (+) or Loss (-) (+) .59

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - ENGLISH /WRITING
NORTH HIGH SCHOOL
ITBS LANGUAGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN ENGLISH/WRITING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in English/Writing Projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	36	13%	21	8%	39	14%	37	14%	31	11%	108	40%	272
10													
11													
12													
TOTAL	36	13%	21	8%	39	14%	37	14%	31	11%	108	40%	GRAND TOTAL 272

IV MATHEMATICS PROGRAMS

DIRECT TITLE I - MATH
TOTAL
SHAW-HIEHLE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	99		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	120		
EQUALS:			
Percentage of students reaching the desired performance level.	83 %	%	%
Name, Form and Level of the Test	Shaw-Hiehle, Forms A & B, Levels 7-9		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

   A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

   B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

   C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Eighty-three percent of the participating Title I students gained at least one month per month in the program as measured by the Shaw-Hiehle. Only 60% of the Indirect students made comparable gains.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH
TOTALS
SHAW-HIEHLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	1%	8	7%	12	10%	12	10%	15	12%	72	60%	120
10													
11													
12													
TOTAL	1	1%	8	7%	12	10%	12	10%	15	12%	72	60%	GRAND TOTAL 120

Carl Hayden High School
North High School

81

INDIRECT TITLE I - MATH

TOTAL

SHAW-HIEHLE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	435		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	800		
EQUALS:			
Percentage of students reaching the desired performance level.	54 %	%	%
Name, Form and Level of the Test	Shaw-Hiehle, Forms A & B, Levels 7-9		

Carl Hayden High School
North High School

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Fifty-four percent of the Indirect students met the stated objective.

Objective 1.1: ACHIEVED

INDIRECT TITLE I - MATH
TOTAL
SHAW-HIEHLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	162	20 %	90	11 %	113	14 %	117	15%	93	12 %	225	28 %	800
10													
11													
12													
TOTAL	162	20%	90	11%	113	14%	117	15%	93	12%	225	28%	GRAND TOTAL 800

Carl Hayden High School
North High School

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	49		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	67		
EQUALS:			
Percentage of students reaching the desired performance level.	73 %	%	%
Name, Form and Level of the Test	Shaw-Hiehle, Forms A & B, Levels 7-9		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

The results of the mathematics program at Carl Hayden High School were favorable. Seventy-three percent reached the desired goal. Forty-eight percent of the students gained two or more months for every month in the program. Note that only 55% of the Indirect students gained at least one month per month in the program.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Shaw-Hiehle	A	9/74
PostTest	Shaw-Hiehle	B	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 67

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.65		5.03	
Median	3.53		4.93	
Range of Scores	3.1 to 4.8		3.1 to 7.7	

GAIN or LOSS

PostTest Mean Grade Equiv** 5.03

(-) Pretest Mean Grade Equiv** 3.65

Gain (+) or Loss (-) (+) 1.38

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HIEHLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	1%	8	11%	9	13%	8	12%	9	13%	32	48%	67
10													
11													
12													
TOTAL	1	1%	8	11%	9	13%	8	12%	9	13%	32	48%	GRAND TOTAL 67

INDIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HIEHLE

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	370		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	675		
EQUALS:			
Percentage of students reaching the desired performance level.	55 %	%	%
Name, Form and Level of the Test	Shaw-Hiehle, Forms A & B, Levels 7-9		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Fifty-five percent of the Indirect students met the stated objective for mathematics.

Objective 1.1 - ACHIEVED

INDIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Shaw-Hiehle	A	9/74
PostTest	Shaw-Hiehle	B	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 675

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.49		7.21	
Median	6.45		7.26	
Range of Scores	3.1 to 11.1		3.1 to 11.1	

GAIN or LOSS

PostTest Mean Grade Equiv** 7.21

(-) Pretest Mean Grade Equiv** 6.49

Gain (+) or Loss (-) (+) .72

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - MATH
CARL HAYDEN HIGH SCHOOL
SHAW-HIEHLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	138	20%	74	11%	93	14%	92	14%	77	11%	201	30%	675
10													
11													
12													
TOTAL	138	20%	74	11%	93	14%	92	14%	77	11%	201	30%	GRAND TOTAL 675

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	50		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	53		
EQUALS:			
Percentage of students reaching the desired performance level.	94 %	%	%
Name, Form and Level of the Test	Shaw-Hiehle, Forms A & B, Levels 7-9		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

The results of the mathematics program at North High School are highly encouraging. Ninety-four percent of the Title I students gained at least one month for every month in the program compared with 50% of the Indirect students. Furthermore, 75% of the Title I students gained 2.0 or more months for every month in the program compared to 23% for the Indirect students.

Objective 1.1 - ACHIEVED

DIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Shaw-Hiehle	A	9/74
PostTest	Shaw-Hiehle	B	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS / POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 53

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.05		6.59	
Median	4.06		6.68	
Range of Scores	3.1 to 5.8		3.9 to 9.4	

GAIN PostTest Mean Grade Equiv** 6.59

or (-) Pretest Mean Grade Equiv** 4.05

LOSS Gain (+) or Loss (-) (+) 2.54

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIEHLE

95

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	0	0%	0	0%	3	6%	4	8%	6	11%	40	75%	53
10													
11													
12													
TOTAL	0	0%	0	0%	3	6%	4	8%	6	11%	40	75%	GRAND TOTAL 53

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Math
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Utilizing an individualized diagnostic and prescriptive approach during the 1974-75 school year, fifty percent of the students in the Title I target group will make a gain of one month's progress per month in the program as measured by pre and post scores using the Shaw-Hiehle: Individualized Computational Skills Test, Forms A and B.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	65		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	125		
EQUALS:			
Percentage of students reaching the desired performance level.	52 %	%	%
Name, Form and Level of the Test	Shaw-Hiehle, Forms A & B, Levels 7-9		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Fifty-two percent of the Indirect students gained at least one month for each month in the program as measured by pre and posttest scores on the Shaw-Hiehle.

Objective 1.1 - ACHIEVED

INDIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIEHLE

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Shaw-Hiehle	A	9/74 & 1/75
PostTest	Shaw-Hiehle	B	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 125

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.23		6.92	
Median	6.30		6.90	
Range of Scores	3.6 to 8.9		3.3 to 9.9	

GAIN PostTest Mean Grade Equiv** 6.92

or (-) Pretest Mean Grade Equiv** 6.23

LOSS Gain (+) or Loss (-) (+) .69

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - MATH
NORTH HIGH SCHOOL
SHAW-HIEHLE

PART C-1: EFFECT OF TITLE I INTERVENTION IN MATH PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Math projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	24	19%	16	13%	20	16%	25	20%	16	13%	24	19%	125
10													
11													
12													
													GRAND TOTAL
TOTAL	24	19%	16	13%	20	16%	25	20%	16	13%	24	19%	125

V READING PROGRAMS

EFFECT OF TITLE I INTERVENTION

DIRECT TITLE I - READING

TOTAL

ITBS - READING COMPREHENSION

100

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	200		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	327		
EQUALS:			
Percentage of students reaching the desired performance level.	61 %	%	%
Name, Form and Level of the Test	Iowa Test of Basic Skills: Reading Comprehension, Level 11, Forms 5 & 6		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Approximately 61% of the students in Title I Reading classes at the four district high schools gained at least one month in test score for each month in the program.

These results are very positive in that students who had performed below average for at least eight years were able to make average progress with the Title I assistance.

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING
TOTAL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS, LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	52	17%	38	12%	29	9%	38	12%	41	12%	114	37%	312
10	2	33%	1	17%	0	0%	0	0%	0	0%	3	50%	6
11	2	50%	0	0%	0	0%	0	0%	0	0%	2	50%	4
12	3	60%	0	0%	0	0%	0	0%	0	0%	2	40%	5
TOTAL	59	18%	39	12%	29	9%	38	12%	41	12%	121	37%	GRAND TOTAL 327

Carl Hayden High School
North High School
Phoenix Union High School
South Mountain High School

DIRECT TITLE I - READING
TOTAL
BOND-BALOW-HOYT

103

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1A Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	44	76	67
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	131	133	134
EQUALS:			
Percentage of students reaching the desired performance level.	34 %	57 %	50 %
Name, Form and Level of the Test	Bond-Balow-Hoyt Diagnostic Reading Test		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Only 34% of the Title I students gained at least one month per month in the program on the Word Recognition subtest of the Bond-Balow-Hoyt. However, 57% reached the objective on the Recognition Techniques subtest and 50% reached the goal on the Phonic Knowledge subtest. Considering the low starting point of these students, these gains are commendable.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
TOTAL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND - BALOW - HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	26	20%	23	18%	35	27%	19	15%	11	9%	14	11%	128
10													
11	1	33%	2	67%	0	0 %	0	0 %	0	0%	0	0 %	3
12													
TOTAL	27	20%	25	19%	35	27%	19	15%	11	8%	14	11%	GRAND TOTAL 131

Carl Hayden High School
North High School
Phoenix Union High School
South Mountain High School

DIRECT TITLE I - READING
TOTAL
BOND-BALOW-HOYT - RECOGNITION TECHNIQUES

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	25	19%	18	14%	11	8%	18	13%	8	6%	50	38%	130
10													
11	2	7	0	1	33	0	0	0	0	0	0	0	3
12													
TOTAL	27	20%	18	14%	12	9%	18	13%	8	6%	50	38%	GRAND TOTAL 133

Carl Hayden High School
North High School
Phoenix Union High School
South Mountain High School

DIRECT TITLE I - READING

TOTAL

BOND-BALOW-HOYT - PHONIC KNOWLEDGE

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	23	18 %	26	20 %	15	12 %	20	15%	10	8 %	37	28%	131
10													
11	3	100%	0	0 %	0	0 %	0	0%	0	0 %	0	0 %	3
12													
TOTAL	26	19%	26	19%	15	12%	20	15%	10	7%	37	28%	GRAND TOTAL 134

Carl Hayden High School
North High School
Phoenix Union High School
South Mountain High School

INDIRECT TITLE I - READING
TOTAL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	465		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	831		
EQUALS:			
Percentage of students reaching the desired performance level.	56%	%	%
Name, Form and Level of the Test	ITBS, Forms 5 & 6, Level 11		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Approximately 56% of the Indirect students gained at least one month for every month in the program.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING
TOTAL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	170	21 %	68	8%	128	15%	131	16%	103	12%	231	28%	831
10													
11													
12													
TOTAL	170	21 %	68	8%	128	15%	131	16%	103	12%	231	28%	GRAND TOTAL 831

111

DIRECT TITLE I - READING

CARL HAYDEN

ITBS - READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	26		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	45		
EQUALS:			
Percentage of students reaching the desired performance level.	58 %	%	%
Name, Form and Level of the Test	Iowa Test of Basic Skills, Level 11		Forms 5 & 6,

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Fifty-eight percent of the participating target students gained at least one month per month in the program as measured by the Iowa Test of Basic Skills, Reading Comprehension, Level 11.

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
ITBS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS - READING COMPREHENSION level 11	6	9/74
PostTest	ITBS - READING COMPREHENSION level 11	5	5/75

GRADE LEVEL: Designate one grade level in the box below

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 45

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.05	_____	4.93	_____
Median	4.16	_____	5.14	_____
Range of Scores	1.7 to 6.0	_____	2.0 to 6.4	_____

GAIN or LOSS

PostTest Mean Grade Equiv** 4.93

(-) Pretest Mean Grade Equiv** 4.05

Gain (+) or Loss (-) (+) .88

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING

CARL HAYDEN

ITBS - READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS - LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	-.5 or More to -1 Month		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	16%	6	13%	6	13 %	9	20 %	6	13%	11	24%	45
10													
11													
12													
TOTAL	7	16%	6	13%	6	13%	9	20%	6	13%	11	24%	GRAND TOTAL 45

DIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
BOND-BALOW-HOYT

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PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 A Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	13	17	21
DIVIDED BY:			
Total No. of pretest/posttest students in the project	35	35	35
EQUALS:			
Percentage of students reaching the desired performance level.	37 %	49 %	60 %
Name, Form and Level of the Test	BOND-BALOW-HOYT		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

On the Bond-Balow-Hoyt, 37% of the participating target students gained at least one month per month in the program on Word Recognition, 49% gained one month per month in Recognition Techniques, and 60% gained one month per month in Phonic Knowledge. Although the students did not reach the goal on the Word Recognition and Recognition Techniques subtests, considering the low starting level of these students, these gains are of practical significance.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
BOND-BALOW-HOYT

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PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		9/74
PostTest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

WORD RECOGNITION

GRADE LEVEL 9

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.41		4.73	
Median	4.30		4.78	
Range of Scores	2.5 to 7.0		2.5 to 7.0	

Number of Students for whom there is a pretest score and a posttest score 35

GAIN — PostTest Mean Grade Equiv** 4.73

or — (-) Pretest Mean Grade Equiv** 4.41

LOSS — Gain (+) or Loss (-) (+) .32

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		9/74
Posttest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

RECOGNITION TECHNIQUES

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 35

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.25		4.84	
Median	4.16		4.83	
Range of Scores	2.5 to 6.7		2.3 to 6.8	

GAIN or LOSS

Posttest Mean Grade Equiv** 4.84

(-) Pretest Mean Grade Equiv** 4.25

Gain (+) or Loss (-) (+) .59

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		9/74
Posttest	BOND-BALOW-HOYT Silent Diagnostic Reading Test		5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

PHONIC KNOWLEDGE

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 35

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.16		4.98	
Median	4.00		5.30	
Range of Scores	1.5 to 6.5		2.3 to 7.0	

GAIN or LOSS

Posttest Mean Grade Equiv** 4.98

(-) Pretest Mean Grade Equiv** 4.16

Gain (+) or Loss (-) (+) .82

DIRECT TITLE I - READING
CARL HAYDEN
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. DO NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT - WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	20%	8	23%	7	20%	4	11%	4	11%	5	15%	35
10													
11													
12													
TOTAL	7	20%	8	23%	7	20%	4	11%	4	11%	5	15%	GRAND TOTAL 35

DIRECT TITLE I - READING

CARL HAYDEN

BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT - RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	11	31%	5	14%	2	6 %	0	0 %	3	9%	14	40 %	35
10													
11													
12													
TOTAL	11	31%	5	14%	2	6%	0	0%	3	9%	14	40%	GRAND TOTAL 35

DIRECT TITLE I - READING

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CARL HAYDEN

BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT - PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	20%	4	11%	3	9%	1	3%	1	3%	19	54%	35
10													
11													
12													
TOTAL	7	20%	4	11%	3	9%	1	3%	1	3%	19	54%	GRAND TOTAL 35

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	96		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	144		
EQUALS:			
Percentage of students reaching the desired performance level.	67 %	%	%
Name, Form and Level of the Test	Iowa Test of Basic Skills, - Reading Comprehension, Forms 5 & 6, Level 11		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Sixty-seven percent of the Indirect students reached the goal of a one month gain for every month in the program. Although a higher percentage of Indirect students than Title I students reached the goal, one should realize that the Indirect students performed at a higher level at the beginning of the program and thus would have been expected to make greater gains.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING
CARL HAYDEN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B - 2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	Form 6	9/74
PostTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	Form 5	5/75

GRADE LEVEL: Designate one grade level in the box below

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 144

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.54		7.53	
Median	6.72		7.54	
Range of Scores	3.5 to 9.5		3.5 to 10.0	

GAIN PostTest Mean Grade Equiv** 7.53

or (-) Pretest Mean Grade Equiv** 6.54

LOSS Gain (+) or Loss (-) (+) .99

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE 1 - READING

CARL HAYDEN HIGH SCHOOL

125 IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	15	10%	12	8%	21	15%	31	22%	17	12%	48	33%	144
10													
11													
12													
TOTAL	15	10%	12	8%	21	15%	31	22%	17	12%	48	33%	GRAND TOTAL 144

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	69		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	105		
EQUALS:			
Percentage of students reaching the desired performance level.	66 %	%	%
Name, Form and Level of the Test	ITBS - READING	Form 5 & 6, Level 11	

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Sixty-six percent of the Title I students at North High School met the objective. It should be remembered that the program at North High was only four months long. Furthermore, only 50% of the Indirect students gained at least one month for every month in the program.

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Iowa Test of Basic Skills, Reading Comprehension	6	9/74 & 1/75
PostTest	Iowa Test of Basic Skills, Reading Comprehension	5	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 90

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.36		5.14	
Median	4.45		5.30	
Range of Scores	1.6 to 6.8		2.2 to 7.5	

GAIN or LOSS

PostTest Mean Grade Equiv** 5.14

(-) Pretest Mean Grade Equiv** 4.36

Gain (+) or Loss (-) (+) .78

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

 SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	Iowa Test of Basic Skills, Reading Comprehension	6 Level 11	9/74 & 1/75
Posttest	Iowa Test of Basic Skills, Reading Comprehension	5 Level 11	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 10

Number of Students for whom there is a pretest score and a posttest score 6

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.35		4.38	
Median	4.60		4.60	
Range of Scores	1.9 to 6.0		9.5 to 5.3	

GAIN — Posttest Mean Grade Equiv** 4.38

or — (-) Pretest Mean Grade Equiv** 4.35

LOSS — Gain (+) or Loss (-) (+) .03

4c.

	NAME	FORM	DATE GIVEN
*Pretest	Iowa Test of Basic Skills Comprehension	6	9/74 & 1/75
Posttest	Iowa Test of Basic Skills Comprehension	5	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 11

Number of Students for whom there is a pretest score and a posttest score 4

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.2		3.3	
Median	3.2		3.4	
Range of Scores	2.5 to 3.9		2.5 to 3.4	

GAIN — Posttest Mean Grade Equiv** 3.3

or — (-) Pretest Mean Grade Equiv** 3.2

LOSS — Gain (+) or Loss (-) (+) .1

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Iowa Test of Basic Skills, Reading Comprehension	6	9/74 & 1/75
PostTest	Iowa Test of Basic Skills, Reading Comprehension	5	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 12

Number of Students for whom there is a pretest score and a posttest score 5

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.00		4.63	
Median	4.65		4.80	
Range of Scores	3.9 to 7.1		2.3 to 6.3	

GAIN — PostTest Mean Grade Equiv** 4.63

or — (-) Pretest Mean Grade Equiv** 5.00

LOSS — Gain (+) or Loss (-) (-) .38

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
IOWA TEST OF BASIC SKILLS READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	14	16%	12	13%	2	2%	11	11%	12	13%	39	43%	90
10	2	33%	1	17%	0	0%	0	0%	0	0%	3	50%	6
11	2	30%	0	0%	0	0%	0	0%	0	0%	2	50%	4
12	3	60%	0	0%	0	0%	0	0%	0	0%	2	40%	5
TOTAL	21	20%	13	12%	2	2%	11	11%	12	11%	46	44%	GRAND TOTAL 105

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1A Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITION TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	15	20	16
DIVIDED BY:			
Total No. of pretest/posttest students in the project	34	34	34
EQUALS:			
Percentage of students reaching the desired performance level.	44 %	59 %	47 %
Name, Form and Level of the Test	BBH	BBH	BBH

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

On the Bond-Balow-Hoyt, 44% of the Title I students met the objective on the Word Recognition subtest, 59% on the Phonic Knowledge subtest. Program objectives were not met on two of the subtests. One should remember that the students were in the reading program at North High School only four months compared with eight months at the other schools. Also, these students were students who scored at or below the fourth grade level on the pretest. In other words, Bond-Balow-Hoyt students had gained less than one-half year in reading for each year they had spent in school. These gains are commendable and reflect accelerations in learning reading when the entering level of students is considered.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BOND-BALOW-HOYT		9/74 & 1/75
PostTest	BOND-BALOW-HOYT		1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

	*PRETEST RESULTS		POSTTEST RESULTS	
	Record data ONLY for those students who took pretest AND posttest.			
	**Grade Equiv	Stanine	**Grade Equiv	Stanine
WORD RECOGNITION				
Mean	4.17		4.48	
Median	3.90		4.40	
Range of Scores	1.5 to 6.5		1.9 to 7.0	
GRADE LEVEL 9				
Number of Students for whom there is a pretest score and a posttest score 31				

GAIN PostTest Mean Grade Equiv** 4.48

or (-) Pretest Mean Grade Equiv** 4.17

LOSS Gain (+) or Loss (-) (+) .31

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		9/74 & 1/75
Posttest	BOND-BALOW-HOYT		1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

RECOGNITION TECHNIQUES

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 31

	*PRETEST RESULTS **Grade Equiv	Stanine	POSTTEST RESULTS **Grade Equiv	Stanine
Mean	4.65		5.34	
Median	4.50		5.68	
Range of Scores	2.1 to 6.6		2.9 to 7.3	

Record data ONLY for those students who took pretest AND posttest.

GAIN or LOSS

Posttest Mean Grade Equiv** 5.34

(-) Pretest Mean Grade Equiv** 4.65

Gain (+) or Loss (-) (+) .69

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		9/74 & 1/75
Posttest	BOND-BALOW-HOYT		9/74 & 1/75

GRADE LEVEL: Designate one grade level in the box below

PHONIC KNOWLEDGE

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 31

	*PRETEST RESULTS **Grade Equiv	Stanine	POSTTEST RESULTS **Grade Equiv	Stanine
Mean	4.39		4.77	
Median	4.50		4.53	
Range of Scores	2.0 to 7.5		1.0 to 7.3	

Record data ONLY for those students who took pretest AND posttest.

GAIN or LOSS

Posttest Mean Grade Equiv** 4.77

(-) Pretest Mean Grade Equiv** 4.39

Gain (+) or Loss (-) (+) .38

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Bond-Balow-Hoyt		9/74 & 1/75
PostTest	Bond-Balow-Hoyt		1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

Record data ONLY for those students who took pretest AND posttest.

	*PRETEST RESULTS		POSTTEST RESULTS	
WORD RECOGNITION	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.63		4.60	
Median	4.70		4.62	
Range of Scores	3.8 to 5.2		3.8 to 5.3	

GRADE LEVEL 11

Number of Students for whom there is a pretest score and a posttest score: 3

GAIN or LOSS

PostTest Mean Grade Equiv** 4.60

(-) Pretest Mean Grade Equiv** 4.63

Gain (+) or Loss (-) (-) .03

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

 SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	Bond-Balow-Hoyt		9/74 to 1/75
Posttest	Bond-Balow-Hoyt		1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

RECOGNITION TECHNIQUES

GRADE LEVEL 11

Number of Students for whom there is a pretest score and a posttest score 3

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.13		4.67	
Median	5.30		4.68	
Range of Scores	3.6 to 5.3		3.8 to 5.5	

GAIN or LOSS

Posttest Mean Grade Equiv** 4.67

(-) Pretest Mean Grade Equiv** 5.13

Gain (+) or Loss (-) (-) .46

4c.

	NAME	FORM	DATE GIVEN
*Pretest	Bond-Balow-Hoyt		9/74 to 1/75
Posttest	Bond-Balow-Hoyt		1/75 to 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

PHONIC KNOWLEDGE

GRADE LEVEL 11

Number of Students for whom there is a pretest score and a posttest score 3

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.73		4.47	
Median	4.68		4.38	
Range of Scores	3.7 to 6.0		3.5 to 5.8	

GAIN or LOSS

Posttest Mean Grade Equiv** 4.47

(-) Pretest Mean Grade Equiv** 4.73

Gain (+) or Loss (-) (-) .26

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .9 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	7	23%	3	10%	6	19%	6	19%	2	6 %	7	23%	31
10													
11	1	33%	2	67%	0	0 %							3
12													
TOTAL	8	24%	5	15%	6	17%	6	17%	2	6%	7	21%	GRAND TOTAL 34

DIRECT TITLE I - READING
NORTH HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	13 %	3	10%	4	13%	4	13%	3	10%	13	42%	31
10													
11	2	67 %	0	0%	1	35%							3
12													
TOTAL	6	17%	3	9%	5	15%	4	12%	3	9%	13	38%	GRAND TOTAL 34

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	8	26%	5	16%	2	6%	4	13%	1	3%	11	35%	31
10													
11	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	3
12													
TOTAL	11	32%	5	15%	2	6%	4	12%	1	3%	11	32%	GRAND TOTAL 34

INDIRECT TITLE I - READING
NORTH HIGH SCHOOL
IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	76		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	152		
EQUALS:			
Percentage of students reaching the desired performance level.	50 %	%	%
Name, Form and Level of the Test	ITBS, Reading Comprehension Form 5 & 6 Level 11		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Fifty percent of the Indirect Title I students at North High School gained at least one month for every month in the program. Additional help should be provided for these students.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING
NORTH HIGH SCHOOL
143 IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	Iowa Test of Basic Skills, Reading Comprehension	6	9/74 & 1/75
PostTest	Iowa Test of Basic Skills, Reading	5	1/75 & 5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 152

	*PRETEST **Grade Equiv	*PRETEST Stanine	POSTTEST **Grade Equiv	POSTTEST Stanine
Mean	6.29		6.52	
Median	6.22		6.54	
Range of Scores	4.6 to 9.6		4.2 to 9.5	

GAIN or LOSS

PostTest Mean Grade Equiv** 6.52

(-) Pretest Mean Grade Equiv** 6.29

Gain (+) or Loss (-) (+) .23

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - READING
NORTH HIGH SCHOOL
ITBS READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS -- LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	53	35%	9	6 %	14	9%	16	10%	18	12%	42	28%	152
10													
11													
12													
TOTAL	53	35%	9	6%	14	9%	16	10%	18	12%	42	28%	GRAND TOTAL 152

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
ITBS READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	25		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	67		
EQUALS:			
Percentage of students reaching the desired performance level.	37 %	%	%
Name, Form and Level of the Test	ITBS - Reading Comprehension, Form 5 & 6 Level 11		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Only 37% of the participating Title I students gained at least one month per month in the program as measured by the Iowa Test of Basic Skills, Reading Comprehension, Level 11. Additional help may be necessary for the students at Phoenix Union High School.

Objective 1.1B: NOT ACHIEVED

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
ITBS READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1 B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	ITBS - Reading Comprehension	6	9/74
PostTest	ITBS - Reading Comprehension	5	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS / POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest..

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 67

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.08		4.47	
Median	4.06		4.34	
Range of Scores	1.9 to 7.1		2.6 to 7.9	

GAIN PostTest Mean Grade Equiv** 4.47

or (-) Pretest Mean Grade Equiv** 4.08

LOSS Gain (+) or Loss (-) (+) .39

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING

PHOENIX UNION HIGH SCHOOL

ITBS READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	21	31%	9	14%	12	18%	13	19%	4	6%	8	12%	67
10													
11													
12													
TOTAL	21	31%	9	14%	12	18%	13	19%	4	6%	8	12%	GRAND TOTAL 67

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT

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PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 A Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
	WORD RECOGNITION	RECOGNITION TECHNIQUES	PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	7	22	11
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	31	31	31
EQUALS:			
Percentage of students reaching the desired performance level.	23 %	71 %	35 %
Name, Form and Level of the Test	BOND-BALOW-HOYT		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

On the Bond-Balow-Hoyt, 23% of the students met the objectives on the Word Recognition subtest, 71% on Recognition Techniques, and 35% on Phonic Knowledge. Additional types of remedial instruction are indicated.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students
_____ Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BOND-BALOW-HOYT		Continuous
PostTest	BOND-BALOW-HOYT		Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

WORD RECOGNITION

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 31

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.12		4.54	
Median	3.78		4.40	
Range of Scores	2.0 to 6.8		3.0 to 6.6	

GAIN or LOSS

PostTest Mean Grade Equiv** 4.54

(-) Pretest Mean Grade Equiv** 4.12

Gain (+) or Loss (-) (+) .42

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		Continuous
Posttest	BOND-BALOW-HOYT		Continuous

GRADE LEVEL: Designate one grade level in the box below — 9

RECOGNITION TECHNIZUES

Number of Students for whom there is a pretest score and a posttest score — 31

	*PRETEST RESULTS **Grade Equiv	Stanine	POSTTEST RESULTS **Grade Equiv	Stanine
Mean	4.04		5.41	
Median	3.89		5.65	
Range of Scores	1.8 to 6.3		1.9 to 7.6	

Record data ONLY for those students who took pretest AND posttest.

GAIN — Posttest Mean Grade Equiv** 5.41

or — (-) Pretest Mean Grade Equiv** 4.04

LOSS — Gain (+) or Loss (-) (+) 1.37

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		Continuous
Posttest	BOND-BALOW-HOYT		Continuous

GRADE LEVEL: Designate one grade level in the box below — 9

Number of Students for whom there is a pretest score and a posttest score — 31

	*PRETEST RESULTS **Grade Equiv	Stanine	POSTTEST RESULTS **Grade Equiv	Stanine
Mean	3.90		4.37	
Median	3.58		4.15	
Range of Scores	1.5 to 6.7		5.8 to 4.0	

Record data ONLY for those students who took pretest AND posttest.

GAIN — Posttest Mean Grade Equiv** 4.37

or — (-) Pretest Mean Grade Equiv** 3.90

LOSS — Gain (+) or Loss (-) (+) .47

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	8	26%	5	16%	11	35%	3	10%	3	10%	1	3%	31
10													
11													
12													
TOTAL	8	26%	5	16%	11	35%	3	10%	3	10%	1	3%	GRAND TOTAL 31

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 MONTH		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	13%	4	13%	1	3%	6	19%	1	3%	15	49%	31
10													
11													
12													
TOTAL	4	13%	4	13%	1	3%	6	19%	1	3%	15	49%	GRAND TOTAL 31

DIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
BOND-BALOW-HOYT

155

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 MONTH		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	5	16%	9	29%	6	20%	8	26%	2	6%	1	3 %	31
10													
11													
12													
TOTAL	5	16 %	9	29 %	6	20%	8	26%	2	6 %	1	3 %	GRAND TOTAL 31

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	43		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	115		
EQUALS:			
Percentage of students reaching the desired performance level.	37 %	%	%
Name, Form and Level of the Test	ITBS - READING COMPREHENSION, Forms 5 & 6 Level 11		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Only 37% of the Indirect Title I students at Phoenix Union High School gained at least one month per month in the program.

Objective 1.1B: NOT ACHIEVED

INDIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1 B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	6	Continuous
PostTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS

POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 115

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	5.17		5.78	
Median	5.29		5.82	
Range of Scores	1.9 to 9.3		1.3 to 8.4	

GAIN PostTest Mean Grade Equiv** 5.78

or (-) Pretest Mean Grade Equiv** 5.17

LOSS Gain (+) or Loss (-) (+) .61

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - READING
PHOENIX UNION HIGH SCHOOL
159 IOWA TEST OF BASIC SKILLS, READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	35	30%	10	9%	27	23%	12	11%	11	10%	20	17%	115
10													
11													
12													
TOTAL	35	30%	10	9%	27	23%	12	11%	11	10%	20	17%	GRAND TOTAL 115

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

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PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	80		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	110		
EQUALS:			
Percentage of students reaching the desired performance level.	73 %	%	%
Name, Form and Level of the Test	ITBS, READING COMPREHENSION, FORMS 5 and 6 Level 11		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Seventy-three percent of the Direct Title I students at South Mountain High gained at least one month per month in the program as measured by the ITBS Level 11. Furthermore, 51% of these students gained two or more months for every month in the program compared to only 29% of the Indirect students.

Objective 1.1B: ACHIEVED

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

X Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	6	Continuous
PostTest	IOWA TEST OF BASIC SKILLS, READING COMPREHENSION	5	Continuous

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS

POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 110

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.78		5.11	
Median	3.97		5.18	
Range of Scores	1.5 to 5.6		2.1 to 8.4	

GAIN or LOSS

PostTest Mean Grade Equiv** 5.11

(-) Pretest Mean Grade Equiv** 3.78

Gain (+) or Loss (-) (+) 1.33

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

IOWA TEST OF BASIC SKILLS, READING COMPREHENSION, LEVEL 11

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	10	9%	11	10%	9	8%	5	5 %	19	17 %	56	51%	110
10													
11													
12													
TOTAL	10	9%	11	10%	9	8%	5	5 %	19	17 %	56	51%	GRAND TOTAL 110

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1A Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Bond-Balow-Hoyt Silent Diagnostic Reading Test for students scoring at the first through fourth grade level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1 WORD RECOGNITION	MEASURE 2 RECOGNITON TECHNIQUES	MEASURE 3 PHONIC KNOWLEDGE
No. of pretest/posttest students reaching the desired performance level.	9	17	19
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	31	33	34
EQUALS:			
Percentage of students reaching the desired performance level.	29 %	52 %	56 %
Name, Form and Level of the Test	BOND- BALOW-HOYT		

PART B-1 Continued on reverse

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

On the Bond-Balow-Hoyt, 29% of the Title I students met the objective on the Word Recognition subtest, 52% on the Recognition Technique subtest, and 56% on the Phonic Knowledge subtest. Considering the low beginning level of these students, these gains are quite good.

Objective 1.1A: PARTIALLY ACHIEVED

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1A

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	BOND-BALOW-HOYT		9/74
PostTest	BOND-BALOW-HOYT		5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS

POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

WORD RECOGNITION

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 31

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.42		4.81	
Median	4.30		4.90	
Range of Scores	2.8 to 6.6		3.2 to 7.3	

GAIN PostTest Mean Grade Equiv** 4.81

or (-) Pretest Mean Grade Equiv** 4.42

LOSS Gain (+) or Loss (-) (+) .39

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

SPACE FOR MORE GRADE LEVELS CONTINUED ON REVERSE

4b.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		9/74
Posttest	BOND-BALOW-HOYT		5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

RECOGNITION TECHNIQUES

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 33

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	4.58		5.15	
Median	4.50		4.80	
Range of Scores	1.9 to 6.7		2.8 to 7.3	

GAIN or LOSS

Posttest Mean Grade Equiv** 5.15

(-) Pretest Mean Grade Equiv** 4.58

Gain (+) or Loss (-) (+) .57

4c.

	NAME	FORM	DATE GIVEN
*Pretest	BOND-BALOW-HOYT		9/74
Posttest	BOND-BALOW-HOYT		5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

PHONIC KNOWLEDGE

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 34

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	3.81		4.74	
Median	3.50		4.30	
Range of Scores	1.5 to 6.7		2.1 to 7.7	

GAIN or LOSS

Posttest Mean Grade Equiv** 4.74

(-) Pretest Mean Grade Equiv** 3.81

Gain (+) or Loss (-) (+) .93

DIRECT TITLE I- READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance *in Reading projects*. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW- HOYT WORD RECOGNITION

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	4	13 %	7	23 %	11	35%	6	20%	2	6%	1	3%	31
10													
11													
12													
TOTAL	4	13%	7	23%	11	35%	6	20%	2	6%	1	3%	GRAND TOTAL 31

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT RECOGNITION TECHNIQUES

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	6	18 %	6	18 %	4	12 %	8	24%	1	4%	8	24%	33
10													
11													
12													
TOTAL	6	18 %	6	18 %	4	12%	8	24%	1	4%	8	24%	GRAND TOTAL 33

DIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
BOND-BALOW-HOYT

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

BOND-BALOW-HOYT PHONIC KNOWLEDGE

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	<0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	3	9 %	8	23%	4	12 %	7	20%	6	18%	6	18%	34
10													
11													
12													
TOTAL	3	9 %	8	23%	4	12 %	7	20%	6	18%	6	18 %	GRAND TOTAL 34

INDIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1B Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month's progress in reading per month in the program as measured by pre-post reading tests: Iowa Tests of Basic Skills - Level II - Comprehension for students scoring at the fifth through sixth grade, ninth month (6.9) level.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	250		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	420		
EQUALS:			
Percentage of students reaching the desired performance level.	60 %	%	%
Name, Form and Level of the Test	ITBS - Reading Comprehension, Form 5 & 6 Level 11		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Sixty-six percent of the Indirect students at South Mountain High School gained at least one month for every month in the program as measured by the Iowa Test of Basic Skills, Level 11.

Objective 1.1B: ACHIEVED

INDIRECT TITLE I - READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1 B

2. CHECK ONE: (Use a separate page for each different type of measure.)

(x) Standardized Achievement Test ( ) Informal Reading Inventory
( ) Standardized Diagnostic Test ( ) Criterion Referenced Measure
( ) Other (Specify) _____

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

x Public School Students _____ N & D Students

_____ Non-Public School Students _____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	IOWA TEST OF BASIC SKILLS READING COMPREHENSION	6	9/74
PostTest	IOWA TEST OF BASIC SKILLS READING COMPREHENSION	5	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 420

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.02		6.86	
Median	5.91		6.94	
Range of Scores	2.1 to 9.5		1.2 to 9.8	

GAIN — PostTest Mean Grade Equiv** 6.86

or — (-) Pretest Mean Grade Equiv** 6.02

LOSS — Gain (+) or Loss (-) (+) .84

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I READING
SOUTH MOUNTAIN HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Month		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	67	16%	37	9%	66	15%	72	17%	57	14%	121	29%	420
10													
11													
12													
TOTAL	67	16%	37	9%	66	15%	72	17%	57	14%	121	29%	GRAND TOTAL 420

DIRECT TITLE I - READING
ST. MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area READING
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month in the program as measured by pre-post scores on the Iowa Test of Basic Skills - Comprehension.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
	Reading Comprehension		
No. of pretest/posttest students reaching the desired performance level.	7		
DIVIDED BY:			
Total No. of pretest/ posttest students in the project	9		
EQUALS:			
Percentage of students reaching the desired performance level.	78 %	%	%
Name, Form and Level of the Test	ITBS, Level 11	Forms 5 & 6	

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors.

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Seventy-eight percent of the Title I pupils at St. Mary's reached the stated objectives.

Objective 1.1: ACHIEVED

DIRECT TITLE I - READING
ST. MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

_____ Public School Students
X Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	IOWA TEST OF BASIC SKILLS	5	9/74
PostTest	IOWA TEST OF BASIC SKILLS	6	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest..

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 9

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	6.07		7.08	
Median	6.12		7.33	
Range of Scores	5.1 to 6.9		5.1 to 8.4	

GAIN or LOSS

PostTest Mean Grade Equiv** 7.08
(-) Pretest Mean Grade Equiv** 6.07
Gain (+) or Loss (-) (+) 1.01

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

DIRECT TITLE I - READING
ST. MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS - READING COMPREHENSION

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	1	11%	1	11%	0	0 %	2	22%	3	34%	2	22%	9
10													
11													
12													
TOTAL	1	11%	1	11%	0	0%	2	22 %	3	34%	2	22%	GRAND TOTAL 9

INDIRECT TITLE I - READING
ST MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-1: SUMMARY OF STUDENT PERFORMANCE ON PROJECT OBJECTIVES

(One copy of this page must be completed for each objective listed in the approved program)

1. Project Objective No. 1.1 Instructional Area Reading
(i.e., Reading, Math, etc.)

Restate the project performance objective as written in your application; include the criteria for measurement:

Fifty percent of the participating target students will have a gain of one month in the program as measured by pre-post scores on the Iowa Test of Basic Skills - Comprehension.

2. By completing the blanks below, report the percentage of students who met the performance criteria of the objective as measured at the end of the project. Space is provided to show percentages on different sets of measures if they were used in the project. For example: results on a standardized achievement test, an informal reading inventory, or a criterion referenced measure.

For this computation use ONLY the results of those students who took both the pretest AND the posttest (or who were enrolled at the beginning of the project if a pretest was not included in the approved objective, as may have occurred in some kindergarten and first grade components).

	MEASURE 1	MEASURE 2	MEASURE 3
No. of pretest/posttest students reaching the desired performance level.	69		
DIVIDED BY:			
Total No. of pretest/posttest students in the project	146		
EQUALS:			
Percentage of students reaching the desired performance level.	47 %	%	%
Name, Form and Level of the Test	ITBS - Reading Comprehension, Form 5 & 6 Level 11		

PART B-1 (continued)

3. Narrative summary:

A. Briefly summarize the results obtained for this project objective. Comment on any factors of the testing or of the project that have influenced these results.

B. Briefly explain the steps you would take to improve this project such as changes in activities, desired student performance level, choice of measurement instrument, or any other pertinent factors

C. Check here _____ if your district is preparing a more detailed evaluation report. Expected filing date: _____.

Only forty-seven of the Indirect students at St. Mary's did not reach the stated objectives.

Objective 1.1: NOT ACHIEVED

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INDIRECT TITLE I - READING
ST MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART B-2: MEASUREMENT OF OBJECTIVES

1. These results correspond with Project Objective Number 1.1

2. CHECK ONE: (Use a separate page for each different type of measure.)

(X) Standardized Achievement Test
( ) Standardized Diagnostic Test
( ) Other (Specify) _____
( ) Informal Reading Inventory
( ) Criterion Referenced Measure

3. CHECK ONE: (Use a separate page for Public School and Non-Public School Students.)

_____ Public School Students
X Non-Public School Students
_____ N & D Students
_____ State N & D Students

4a.

	NAME	FORM	DATE GIVEN
*PreTest	IOWA TEST OF BASIC SKILLS-READING	6	9/74
PostTest	IOWA TEST OF BASIC SKILLS-READING	5	5/75

GRADE LEVEL: Designate one grade level in the box below

*PRETEST RESULTS — POSTTEST RESULTS

Record data ONLY for those students who took pretest AND posttest.

GRADE LEVEL 9

Number of Students for whom there is a pretest score and a posttest score 146

	**Grade Equiv	Stanine	**Grade Equiv	Stanine
Mean	7.47		8.02	
Median	7.55		8.12	
Range of Scores	2.9 to 9.8		3.7 to 9.9	

GAIN — PostTest Mean Grade Equiv** 8.02

or — (-) Pretest Mean Grade Equiv** 7.47

LOSS — Gain (+) or Loss (-) (+) .55

* Pretest results may not be available for some pre-kindergarten through first grade projects.

** Results MUST be reported in grade equivalents if available in the test publisher's test administration manual. Stanine results are requested also if available. If neither scale (G.E. or Stanines) is available for your measurement instrument, (a) designate the measurement scale in the left column under the "Number of Students..." and (b) report the mean, median, and range of scores for that measurement scale.

INDIRECT TITLE I - READING
ST. MARY'S HIGH SCHOOL
IOWA TEST OF BASIC SKILLS

PART C-1: EFFECT OF TITLE I INTERVENTION IN READING PROJECTS

NOTE: See Directions on Reverse

This chart displays gains in student performance in Reading projects. Students are grouped in various categories according to the average gain per month in a Title I project. Gain is expressed in terms of grade equivalent months. The data reported here MUST be computed according to the directions on the reverse side of this page. Do NOT report the simple difference between pretest and posttest scores.

GRADE LEVELS	STUDENTS' AVERAGE MONTHLY GAIN PER MONTH IN THE PROJECT (Reported in Grade Equivalent Months or Fractions of Months)												TOTAL STUDENTS
	< 0 Months		.0 to .4 Month		.5 to .9 Month		1.0 to 1.4 Month		1.5 to 1.9 Month		2.0 or More Months		With Pretest and Posttest Scores
	N	%	N	%	N	%	N	%	N	%	N	%	
1	DO NOT FILL IN THIS COLUMN. SEA WILL COMPILE DATA FOR FIRST GRADE STUDENTS FROM COMPLETED PART B-2 FORMS.												
2													
3													
4													
5													
6													
7													
8													
9	29	21%	24	16%	24	16%	20	14%	24	16%	25	17%	146
10													
11													
12													
TOTAL	29	21%	24	16%	24	16%	20	14%	24	16%	25	17%	GRAND TOTAL 146

VI PROJECT COST and NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D ___ PART E for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Continuing Education Center
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

X Regular Term Public School Students ____ Regular Term Non-Public School Students

____ Summer Term Public School Students ____ Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area: [1] $148,374.00

[1] Estimates as of June 15, 1975

2. Total per-pupil expenditure for this group in this instructional area: $738.18

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	6.0	6.0	61,721
Teaching - Hdcp. only			
Teacher Aide - Elem.			
Teacher Aide - Secondary			
Supervision	3.0	1.80	4,312
Direction & Mgmt. (Admin.)			
Counseling	2.0	2.0	23,265
Psychologist & Testing	1.0	0.12	2,826
Clerical (Title I only)	6.0	2.38	12,770
Social Work Community Aide	1.0	0.5	2,000
Attendance			
Other:	2.0	1.12	8,916
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	21	13.92	$115,810

* If personnel assist in serveral project components, pro-rate salaries to separate Part E reports.

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D ___ PART E for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: English/Writing
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

X Regular Term Public School Students ____ Regular Term Non-Public School Students

____ Summer Term Public School Students ____ Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area: [1] $62,679.00
2. Total per-pupil expenditure for this group in this instructional area: $78.55* / $282.34**

[1] Estimates as of June 15, 1975

*Direct and Indirect
**Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	4.0	2.14	21,948
Teaching - Hdcp. only			
Teacher Aide - Elem.			
Teacher Aide - Secondary	2.0	2.0	7,768
Supervision	1.0	.14	3,430
Direction & Mgmt. (Admin.)			
Counseling			
Psychologist & Testing	1.0	.13	2,826
Clerical (Title I only)	6.0	2.28	10,799
Social Work Community Aide	2.0	.67	2,700
Attendance			
Other:	1.0	.12	703
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	17	7.48	$50,174

* If personnel assist in serveral project components, pro-rate salaries to separate Part E reports.

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D ___ PART E for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Mathematics
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

. X Regular Term Public School Students _____ Regular Term Non-Public School Students

_____ Summer Term Public School Students _____ Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area:[1] $81,037.00
   [1]Estimates as of June 15, 1975
2. Total per-pupil expenditure for this group in this instructional area: $55.85*
   $516.16**

*Direct and Indirect
**Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	6.0	2.54	31,347
Teaching - Hdcp. only			
Teacher Aide - Elem.			
Teacher Aide - Secondary	2.0	2.0	7,768
Supervision	1.0	0.7	3,248
Direction & Mgmt. (Admin.)			
Counseling			
Psychologist & Testing	1.0	.13	2,827
Clerical (Title I only)	6.0	2.28	10,799
Social Work Community Aide	2.0	.67	2,700
Attendance			
Other:	1.0	.13	703
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	19	8.45	$59,392

* If personnel assist in serveral project components, pro-rate salaries to separate Part E reports.

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D ___ PART E for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Reading
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

X Regular Term Public School Students ___ Regular Term Non-Public School Students

___ Summer Term Public School Students ___ Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area:[1]	$287,125.00
2. Total per-pupil expenditure for this group in this instructional area:	$152.16*
	$632.43**

[1]Estimates as of June 15, 1975

*Direct and Indirect
**Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	18.0	17.54	172,508
Teaching - Hdcp. only			
Teacher Aide - Elem.			
Teacher Aide - Secondary	4.0	4.0	13,724
Supervision	1.0	.05	3,898
Direction & Mgmt. (Admin.)			
Counseling			
Psychologist & Testing	1.0	.13	2,827
Clerical (Title I only)	12.0	4.52	26,374
Social Work Community Aide	4.0	2.67	9,248
Attendance			
Other:	1.0	.13	703
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	41	29.04	$ 229,282

* If personnel assist in serveral project components, pro-rate salaries to separate Part E reports.

IMPORTANT NOTE: Reproduce this page in order to complete a separate PART D ___ PART E for each grouping listed below for each Instructional Area in your project.

INSTRUCTIONAL AREA: Reading (St. Mary's)
(i.e., Reading, Mathematics, E.S.L., etc.)

Check ONE of the following to indicate the grouping reported on this page:

___ Regular Term Public School Students X Regular Term Non-Public School Students

___ Summer Term Public School Students ___ Summer Term Non-Public School Students

PART D: PROJECT COSTS

1. Total funds expended in the project for the group checked above in this instructional area:[1] $5,918.00
   [1]Estimates as of June 15, 1975
2. Total per-pupil expenditure for this group in this instructional area: $40.53*
   $538.00**

*Direct and Indirect
**Direct Only

PART E: NUMBER AND CLASSIFICATION OF PERSONNEL EMPLOYED WITH TITLE I FUNDS FOR THIS INSTRUCTIONAL AREA *

Type of Personnel	Total Personnel	FTE	Total Salaries
Teaching Pre-Kindergarten			
Teaching Kindergarten			
Teaching Elementary			
Teaching Secondary	1.0	.04	4,441
Teaching - Hdcp. only			
Teacher Aide - Elem.			
Teacher Aide - Secondary			
Supervision			
Direction & Mgmt. (Admin.)			
Counseling			
Psychologist & Testing			
Clerical (Title I only)			
Social Work			
Attendance			
Other:			
TOTAL NUMBER OF ASSIGNMENTS, FTE AND SALARIES	1.0	.04	$ 4,441

* If personnel assist in serveral project components, pro-rate salaries to separate Part E reports.

VII OTHER DATA

PART F: NEEDS ASSESSMENT FOR EDUCATIONALLY DEPRIVED PUPILS

Check (X) in the appropriate space(s) to indicate how needs were determined.

1.	Teacher recommendation	1. X
2.	Counselor recommendation	2. X
3.	Health officer recommendation	3.
4.	Social worker recommendation	4. X
5.	Librarian recommendation	5.
6.	Administrative survey	6. X
7.	Standardized Test results	7. X
8.	Conference with parent	8. X
9.	Advisory Council member recommendation	9. X
10.	Other (specify) Criterion-referenced test results & Title I students	10. X

PART G: PARENT ADVISORY COUNCIL PARTICIPATION IN THE TITLE I PROJECT

11. Number of PAC meetings held. Regular Term 27 Summer

12. Average number of parents attending each meeting. Regular Term 9.3 Summer

PART H: PARENT ADVISORY COUNCIL INVOLVEMENT IN THE TITLE I PROJECT

Check (X) in the appropriate space(s) to indicate Parent participation.

13.	Assisted in determining needs	13. X
14.	Assisted in planning the Title I Project	14. X
15.	Individual conferences on needs, procedures	15. X
16.	Group meeting about Title I activities	16. X
17.	Group meetings to explain how parents could help	17. X
18.	Parental visits to Title I activities	18. X
19.	Home visits by Title I personnel to explain Title I activities and how parents could help	19. X
20.	Nurse conferences with parents concerning health problems of Title I children	20. X
21.	Little or no participation	21.

PART I: DISSEMINATION TECHNIQUES

Check (X) in the appropriate space(s) to show techniques(s) used and enclose samples, if appropriate.

22.	Members of Advisory Council	22.	X
23.	Local reports	23.	X
24.	Newspaper releases	24.	
25.	Pictures	25.	X
26.	Presentation to local instructional staff	26.	X
27.	Presentation to social or civic community groups	27.	
28.	Publication in professional journal	28.	
29.	Radio presentations	29.	
30.	Tapes	30.	X
31.	Television presentations	31.	

PART J: USE OF AIDES

1. Number of aides employed with Title I funds 18

2. Please describe in a short statement your program of teacher - teacher aide in-service training.

All teachers and teacher aides are given a half-day in-service session at the beginning of the school year. Additional in-service training is provided by the Title I coordinators at each site.

4. Please attach any material you might have to further explain your teacher - teacher aide in-service.

PART K: IDENTIFYING TITLE I PROBLEM AREAS

Rate each of the items below by checking columns according to the extent they posed a problem in the operation of your project from "major" to "no" problem.

		Major Problem	Moderate Problem	Minor Problem	No Problem
	LOCAL LEVEL PROBLEMS				
32.	Negative reaction in the community to federal funds.				X
33.	Identifying eligible children				X
34.	Identification of pupil needs			X	
35.	Designing project to meet pupil needs				X
36.	Inability to obtain qualified staff				X
37.	Lack of appropriate evaluation devices			X	
38.	Lack of school facilities or space for carrying out project activities				X
39.	Shortage of administrative staff to plan and supervise the project.		X		
40.	Difficulty in providing In-service training of staff			X	
41.	Difficulty involving parents			X	
42.	Difficulty involving local advisory council				X
43.	List and rate any other problems below Lack of evaluation support to properly complete even basic forms - Minor Problem			X	
	STATE LEVEL PROBLEMS				
44.	Limitations imposed by Federal and State regulations and guidelines			X	
45.	Excessive paper work			X	
46.	Delay between submission and approval of project*		X		
47.	Delay in allocation announcement			X	
48.	Poor fiscal accounting procedures				X
49.	Inadequate Title I funds			X	
50.	Inadequate assistance from Title I staff				X
51.	Delay in financial payments by county			X	
52.	Inadequate planning time				X
53.	Inadequate monitoring by Title I staff				X
54.	List and rate any other problems below _____ _____ _____				X

*Due to a reduction in state level staff from 7 to 4, Title I proposals have not been processed effectively.

VII SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

SUMMARY

Compensatory education as provided by ESEA Title I funds has assisted 3,171 students during the 1974-75 school year in becoming more proficient in the basic skills of Reading, English/Writing and Mathematics. Supplementary funds for learning experiences specifically designed to alleviate deficiences in these areas have been provided. Without this assistance, it is likely that many of the target students would have either failed to make these gains or would have dropped out of school.

Gains were accomplished in every subject area at each target site. The objective of having 50% of the students gain one month in academic achievement for each month in the program was achieved in most cases. Students who received direct Title I assistance generally made as much progress as students who received indirect Title I assistance. These results were observed even though the direct Title I students' pretest scores indicate that they had achieved less in their past experiences than the indirect Title I students.

CONCLUSION

It was necessary for students to have at least "average" gains in order to meet the objectives contained in the 1974-75 Title I proposal. This is a commendable effort in that the target students historically only gained one-half month to two-thirds of a month for each month in school. In other words, it appears that students who participated in the Title I programs had greater achievement gains then would have been expected without any supplementary assistance. This evaluation did not provide data to obtain an assessment of the degree to which the Title I assistance contributed to the student gains.

Although most all programs were highly successful in terms of student achievement gains, the Continuing Education Center staff is to be commended for the retention rate of students attending the Continuing Education Center. Approximately 85% of the students enrolling completed the semester. Thus, for these students a dropout rate near 100% was reduced to about 15%.

It is hoped that the instructional, management, and evaluation components of the Title I programs will continue to be modified and improved to provide maximum benefits to those students in need of compensatory education programs.

RECOMMENDATIONS

The following recommendations are made relative to the Phoenix Union High School System's continued effort to provide an effective educational program for Title I target students:

1. Consideration should be given to selecting students with tests other than the tests used for evaluating student progress. Using the same tests introduces the problem of regression toward the mean. This implies that part of the students' change in scores from pre to post-testing is attributable to this regression and not to learning. The possibility of using 8th grade criterion-referenced tests for this purpose should be investigated.

2. Levels of the standardized tests should be used which avoid ceiling effects. The reported gains for Social Studies and Science at the Continuing Education Center may be lower than the actual gains since some students scored nearly perfect on the pretest and were post-tested with the same level of the test.

3. In its present form, this report is probably not of maximal value to the teachers and administrators of the schools involved in the Title I programs. With additional evaluation support more "usable" reports could be provided.

   There is a need to develop an information-based evaluation approach. An information-based approach identifies the information which teachers, administrators, parents, or others would like to receive; sets priorities for the data or questions to be answered; and provides decision-makers with the requested information.

4. To minimize interference with end of the year activities, it is recommended that the posttesting be completed and results be reported early in May. This will allow teachers more time in May to complete other teaching goals.

5. Since the students involved in the Title I project are all basically at the same functional level, it is suggested that the SEA reconsider the value of reporting data by grade levels within high school projects.

6. The smallest gains were made by students at Phoenix Union High School. The 1974-75 Title I Needs Assessment showed that students who attend and will attend Phoenix Union passed fewer areas on the MERPA than any other District school. Due to the lower starting point of these students, it is not surprising that they made the least gains. Alternative kinds of help are needed for students at Phoenix Union High School.

7. It is recommended that a report on the outstanding program at the Continuing Education Center be developed and disseminated to the public and professional communities.

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